

ESL 371 Course Outline as of Fall 2019**CATALOG INFORMATION**

Dept and Nbr: ESL 371

Title: INTERMEDIATE

Full Title: Intermediate Reading/Writing/Grammar for ESL Students

Last Reviewed: 5/9/2022

| Units | | Course Hours per Week | | Nbr of Weeks | Course Hours Total | |
|---------|------|-----------------------|------|--------------|--------------------|--------|
| Maximum | 9.00 | Lecture Scheduled | 9.00 | 17.5 | Lecture Scheduled | 157.50 |
| Minimum | 9.00 | Lab Scheduled | 0 | 17.5 | Lab Scheduled | 0 |
| | | Contact DHR | 0 | | Contact DHR | 0 |
| | | Contact Total | 9.00 | | Contact Total | 157.50 |
| | | Non-contact DHR | 0 | | Non-contact DHR | 0 |

Total Out of Class Hours: 315.00

Total Student Learning Hours: 472.50

Title 5 Category: AA Degree Non-Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

Catalog Description:

An intermediate reading, writing, and grammar course focusing on the development of pre-academic reading skills with particular focus on comprehension, critical thinking, vocabulary and rate. Paragraph structure and introduction to essays, including writing, revising, and editing. Emphasis on tenses and the development of varied sentence structure. Review of high beginning grammar and punctuation. Designed for non-native speakers of English.

Prerequisites/Corequisites:

Qualifying Test Score on ESL Placement Test; OR Course Completion of ESL 312, ESL 781 or ESL 781B

Recommended Preparation:**Limits on Enrollment:****Schedule of Classes Information:**

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and editing. Emphasis on tenses and the development of varied sentence structure. Review of high beginning grammar and punctuation. Designed for non-native speakers of English. (Grade or P/NP)

Prerequisites/Corequisites: Qualifying Test Score on ESL Placement Test; OR Course Completion of ESL 312, ESL 781 or ESL 781B

Recommended:

Limits on Enrollment:

Transfer Credit:

Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

| | | | |
|----------------------|----------------------|-------------------|------------------|
| AS Degree: | Area | Effective: | Inactive: |
| CSU GE: | Transfer Area | Effective: | Inactive: |
| IGETC: | Transfer Area | Effective: | Inactive: |
| CSU Transfer: | | Effective: | Inactive: |
| UC Transfer: | | Effective: | Inactive: |

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Apply critical thinking skills to respond to adapted selections of fiction and nonfiction
2. Apply the writing process to produce paragraphs and short essays that demonstrate level-appropriate organization and content, critical thinking, vocabulary and fluency, and grammatical accuracy
3. Comprehend intermediate reading passages by identifying organizational strategies, paraphrasing and summarizing and using main ideas and details to support writing assignments.
4. Word-process essays and access information on the Internet
5. Utilize meta-cognitive thinking skills in learning and studying processes

Objectives:

Upon completion of this course, students will be able to:

Reading:

1. Employ level-appropriate critical reading skills
2. Distinguish main ideas from supporting details or examples in intermediate reading passages
3. Summarize paragraph-length selections of fiction and nonfiction
4. Use contextual clues, high-frequency affixes and roots, and the dictionary to determine the meaning, pronunciation, and connotation of new vocabulary
5. Analyze works of fiction
6. Read with increased speed and comprehension

Writing:

1. Employ a multi-draft writing process to produce paragraphs and essays with an introduction, a thesis statement, supporting sentences/paragraphs, and an appropriate conclusion
2. Recognize and produce different genres of academic writing, such as descriptive/narrative, expository, and argumentative modes
3. Utilize level-appropriate critical thinking skills in developing and supporting a topic sentence or thesis
4. Complete in-class, timed paragraphs in response to an intermediate reading passage
5. Edit papers for targeted grammatical structures
6. Integrate academic vocabulary into paragraphs and essays
7. Demonstrate sentence variety in writing: simple, compound, and complex sentences (adjective clauses)
8. Exhibit control of sentence boundaries
9. Employ level-appropriate control of punctuation, spelling and verb tenses

Information Competency and Research:

1. Access information on the Internet
2. Use the computer effectively as a writing, research, and language development tool
3. Use an online thesaurus and dictionary
4. Understand and avoid plagiarism

Metacognitive skills:

1. Demonstrate awareness of thinking processes while reading and writing
2. Take responsibility for their own learning

Topics and Scope:

ESL 371 instructional time focuses on these areas equally: reading, writing, and explicit grammar instruction.

I. Reading

A. Nonfiction Reading

1. Pre-reading skills to survey, predict, skim and scan
2. Identification of main ideas and supporting details
3. Analysis of organizational patterns and rhetorical forms
4. Recognition of transition words and phrases
5. Differences between fact and opinion
6. Inferencing skills
7. Annotating, note taking, and summarizing

B. Fiction Reading

1. Pre-reading skills to predict plot and theme
2. Critical reading of level-appropriate short stories (for elements such as point of view, setting, protagonist, antagonist, conflict, plot, climax, theme, symbolism)
3. Analysis of sensory and figurative language such as simile and metaphor
4. Inferencing skills to determine author's meaning

C. Critical Analysis

1. Summarizing, synthesizing, comparing, and contrasting information from one or more sources
2. Identifying and responding to different perspectives on selected issues

D. Academic Vocabulary Study

1. Inference of meaning through contextual clues
2. Use of a dictionary to determine meaning, usage, and pronunciation

3. Recognition of high frequency roots and affixes to determine correct word forms
4. Explicit study of targeted academic vocabulary

II. Writing

A. Pre-writing

1. Brainstorming
2. Journal writing
3. Clustering
4. Outlining

B. Drafting

1. Thesis statement
2. Topic sentences
3. Body paragraphs
4. Conclusion
5. MLA style formatting (heading, page numbers, title, etc.)

C. Revision of paragraphs and essays for coherence, critical thinking, development, and academic vocabulary

D. Strategies for timed writing

E. Grammar (taught in the context of writing)

1. Review of past tenses
2. Present perfect and present perfect progressive tenses
3. Past perfect and past perfect progressive tenses
4. Passive voice, including participial adjectives
5. Gerunds and infinitives
6. Past modals
7. Adjective clauses
8. Recognition and correction of run-ons, fragments and comma splices
9. Simple, compound, and complex sentences
10. Editing and proofreading of paragraphs and essays for grammatical problems
 - a. Subject-verb agreement
 - b. Verbs, including perfect tenses and passive voice
 - c. Punctuation: capitalization, quotation marks, apostrophes, commas, semicolons, and colons
 - d. Word form and usage
 - e. Parallel structure

III. Information Competency and Research

A. Use of the Internet to find information

B. The computer as a writing, editing, and language development tool

C. Online language development resources

D. Thesaurus and online dictionary

E. Use of online tools such as Turnitin to increase awareness of plagiarism

IV. Metacognitive Skills

A. Strategies to keep track of thinking processes while reading and writing (i.e., “metacognitive bookmark”)

B. Techniques to encourage students to take responsibility for their own learning (i.e., double and/or triple entry journals, “metacognitive reading log template”)

Assignment:

The following represent the types of assignments that will be included and assessed:

Reading

Reading assignments of various lengths and complexity provide topics for analysis and discussion. Assignments will include the following:

1. Reading comprehension and vocabulary exercises (weekly)
2. Summarizing activities (4-6)
3. Discussing and analyzing readings (weekly)
4. Basic research using the Internet (4-6)
5. Exams and quizzes (2-3 exams, 4-6 quizzes)
6. Metacognitive reading logs, double/triple entry reading journals (weekly)

Writing

Written assignments will result in a minimum of 2,500 words. Assignments will include the following:

1. Journals, summaries, and responses to assigned readings
2. At least three multi-draft paragraphs of 200-250 words (About $\frac{3}{4}$ to 1 page)
3. At least two multi-draft expository/argumentative essays (350-word minimum)
4. Vocabulary, writing, and grammar exercises, including technology-enhanced activities
5. At least two in-class paragraph exams
6. Common assessment portfolio

Additional activities and assignments may include the following:

1. Oral presentations
2. Participation in peer editing sessions to explore and refine the process of drafting, revision, and proofreading
3. ESL 770 (tutorial) attendance

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, paragraphs, essays, journals, analysis of readings, and common assessment portfolio.

Writing
40 - 50%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Essay and paragraph revision, sentence combining, vocabulary, online exercises, and reading comprehension activities

Problem solving
15 - 25%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations
0 - 0%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, matching items, completion, quizzes, and in-class paragraph exams.

Exams
30 - 40%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation, collaboration, oral presentations, timed reading charts, tutorial hours (ESL 770).

Other Category
5 - 10%

Representative Textbooks and Materials:

Integrated Reading/Writing Texts:

Pathways 2: Reading, Writing, and Critical Thinking Student Book and Online Workbook, Blass, Laurie. Cengage Learning: 2013.

Q Skills for Success 3 Reading and Writing Student Book with access card to online practice, Ward, Colin. Oxford University Press: 2011.

Northstar 3: Reading & Writing 4th Edition Student Book with access code to MyEnglishLab, Barton, Laurie. Pearson: 2015.

Grammar Reference Texts:

Fundamentals of English Grammar 4th Edition Student Book with online student access, Azar, Betty. Pearson Longman: 2011.

Top 20: Great Grammar for Great Writing 2nd Edition, Folse, Keith. Cengage Learning: 2008 (classic).

Fiction Texts:

House on Mango Street, Cisneros, Sandra

The Circuit, Jimenez, Francisco

Parrot in the Oven: Mi Vida, Martinez, Victor

A Jar of Dreams, Uchida, Yoshiko

Instructor prepared materials